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Theme/Topic + Essential Question

Theme/Topic	Contemporary Life: Vacation Time
Essential Question	Why travel? What is an ideal vacation?



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What are the unit goals?



Learners will be able to-

- give reasons for their travel preferences - weather, activities, learning experiences, helping others, etc.
- describe past vacations sharing simple details (when, where, why, with whom, what they did, how it was)
- discuss plans for future vacations (when, where, why, with whom, what are they going to do)
- compare their vacation activities and schedules to those of others in different cultures
- make, accept and refuse suggestions based on what they and others want or like to do
- name and locate popular vacation destinations in target cultures; comment on a "must see or do", a "must eat" regional food, etc.
- explain why (city) is or is not an ideal vacation destination
- create a packing list specific to various destinations

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Contemporary Life: Vacation Time

Why travel? What is an ideal vacation? (NH/IL)

Interpretive		
1. Read various texts about different travel destinations and demonstrate an understanding of key details. (brochures, blogs, ads, etc.)		
2. Read an infographic that shares information on why people travel in different cultures.		
3. Listen to a promotional piece for a travel destination and demonstrate an understanding of key ideas.		
Presentational	Interpersonal	
On-Demand: Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible.	You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation.	
Project: Explain a trip saying what you did on a particular vacation. Create a presentation that is designed to cause others to want to visit.		

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Can Do Statements

Can Do Statements	
Learning Targets	
Interpretive	(R) I can read travel guides or blogs and to obtain information about a destination. (L) I can listen to a travelogue and match photos to the descriptions. (L) I can listen to a weather report and complete a comprehension check. (L & R) I can read a weather/ climate website and choose the best time to travel to a country based on the information given. (R) I can read infographic about vacation habits and use the information to compare similarities and differences.
Presentational	(S&W) I can explain why travel and vacation is important to me. (S&W) I can compare vacation habits between cultures. (S&W) I can compare travel destinations in other countries to similar US destinations where possible. (S&W) I can convince others to visit a specific destination giving details about places, events and food.
Interpersonal	<ul style="list-style-type: none"> • I can discuss plans for future trips (when, where, why, with whom, what are they going to do). • I can discuss past trips giving details about that trip. • I can make and respond to recommendations and suggestions of places to go and things to do. • I can make plans with others based on the day's weather and personal interest.

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Toolbox		
Language Functions I can...	Related Structures/ Patterns	Priority Vocabulary
talk about the benefits of vacation	I take a vacation to... learn, help others, reduce stress, relax, volunteer, practice a sport	<ul style="list-style-type: none"> • high frequency verbs related to travel/vacation • clothing, travel needs
talk about where I and others want to go and ask for and give reasons.	to want because I like/don't like to...(activities)	<ul style="list-style-type: none"> • weather expressions • expressions related to vacation
share details on future vacations - where, with whom, when, etc.	interrogatives near future - going to...	<ul style="list-style-type: none"> • destinations - mountains, rivers, beaches • directional phrases - N, S, E, W, close to • reasons for taking vacation
share details on past vacations - where, with whom, when, etc.	interrogatives high frequency verbs related to vacation, travel	
state how I felt about a vacation and react to what others say about their vacations.	It was.... descriptive adjectives	
compare how people spend vacation time in other cultures	prepositions with countries impersonal pronoun Here...but in (country) they....	
See unit template for additional functions.	This is the first section where there may be differences by language. - Laura Terrill	

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Key Learning Activities/Formative Assessments		
This is a representative sample of activities/assessments across the 3 modes of communication.		
Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	How does this activity support the unit goals or performance tasks?	Mode of Communication
Interpret a weather forecast and make a list of appropriate items to pack based on the weather.	recognizing weather and making packing decisions based upon that information	interpretive presentational
Students watch a video and make a list (identify activities mentioned, multiple choice, etc) of possible activities based on an authentic video about a destination (similar to 24 hour time lapse of Angers)	making decisions about what to see and do based on information shared in a travel video	Interpretive interpersonal
Give students a "Rick Steves" style packing list. Have them select an appropriate destination for the items packed and relevant activities based on the suggested packing list.	making decisions about what to see and do based on information shared in a packing list	interpretive presentational
Gather images of vacation destinations from around the world. Individual students might be asked to submit one picture from their country. Make suggestions on places to go and activities to do using global citizens lens— <i>"My global citizen is from San Juan, PR and I'm taking to someone from Madrid, Spain who says: 'I like beaches.' I respond: 'Oh, you should go to Iabela, Puerto Rico because there are beautiful beaches and it's sunny.'"</i>	making suggestions about where to go and what to do based on visual images from target cultures	interpretive interpersonal

Find — Hamden Discussion Comments, Select a recorder

	Group 1	Group 2	Group 3	Group 4	Group 5
1. What questions or comments do you have about the level 1 units?					
2. What questions or comments do you have about the level 2 units?					
3. How many units do you think should be taught in level 3? In level 4?					
4. What are current level 3 units that really work well?					
5. What level 3 units should be part of the curriculum?					
6. What are current level 4 units that really work well?					
7. What level 4 units should be part of the curriculum?					

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Seven Questions



1. What questions or comments do you have about the level 1 units?
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7. What level 4 units should be part of the curriculum?

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1. What questions or comments do you have about the level 1 units?

Level 1 – Middle and High School Intermediate Performance Range					
AP Theme	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Personal & Public Identities	Global Challenges	Global Challenges	Global Challenges	Global Challenges	Global Challenges
Topic	Global Challenges	Global Challenges	Global Challenges	Global Challenges	Global Challenges
Essential Question	What role does culture play in our lives?	What role does culture play in our lives?	What role does culture play in our lives?	What role does culture play in our lives?	What role does culture play in our lives?
Unit Goals	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.
Learning Activities	• Using and connecting activities • Asking and answering questions • Exploring the world and others' cultures • Exploring the world and others' cultures • Exploring the world and others' cultures	• Using and connecting activities • Asking and answering questions • Exploring the world and others' cultures • Exploring the world and others' cultures • Exploring the world and others' cultures	• Using and connecting activities • Asking and answering questions • Exploring the world and others' cultures • Exploring the world and others' cultures • Exploring the world and others' cultures	• Using and connecting activities • Asking and answering questions • Exploring the world and others' cultures • Exploring the world and others' cultures • Exploring the world and others' cultures	• Using and connecting activities • Asking and answering questions • Exploring the world and others' cultures • Exploring the world and others' cultures • Exploring the world and others' cultures

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2. What questions or comments do you have about the level 2 units?

Level 2 – Middle and High School Intermediate Performance Range					
AP Theme	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Personal & Public Identities	Global Challenges	Global Challenges	Global Challenges	Global Challenges	Global Challenges
Topic	Global Challenges	Global Challenges	Global Challenges	Global Challenges	Global Challenges
Essential Question	What role does culture play in our lives?	What role does culture play in our lives?	What role does culture play in our lives?	What role does culture play in our lives?	What role does culture play in our lives?
Unit Goals	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.	• Explain their feelings about their own and others' cultures and how they affect their lives. • Describe the physical and geographical features of their own and others' cultures. • Explain the importance of their own and others' cultures in their lives. • Explain the importance of their own and others' cultures in their lives.
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3. How many units do you think should be taught in level 3? In level 4?

Consider:

- ✓ the need for lots of comprehensible input from multiple authentic sources
- ✓ the need for time to acquire new vocabulary and structures
- ✓ the need to develop all 3 modes of communication
- ✓ the fact that each unit's performance assessment includes all three modes of communication
- ✓ your school calendar



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Using art, literature, film in thematic units

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Remember: AP uses informational text, AP Spanish Literature suggests reading excerpts.

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Science and Technology: Our Curious Selves Why does man explore?



4. What are current level 3 units that really work well?



- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

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5. What level 3 units should be part of the curriculum?

Performance Range	Theme	Topic	Essential Question	INT	Personal and Public Identities	Education and My Future	How will I contribute?
Novice	Global Challenge	Endangered Species	Why are animals endangered?	INT	Beauty and Aesthetics	World Heritage Sites	What is the value of preserving natural and cultural sites for future generations?
Novice	Contemporary Life	City Life	What is the ideal city?	INT	Science and Technology	Our Curious Selves	Why does man explore?
INT	Personal and Public Identities	First Impressions	Does clothing make the man?	INT	Beauty and Aesthetics	Our Emotional Selves	How do the arts reflect society?
INT	Science and Technology	Travel and Exploration	Why does man explore?	INT	Personal and Public Identity	Heroism	Who are our heroes?
INT	Families and Communities	Relationships	What does it take to get along?	INT	Science and Technology	Innovation and Invention	How do developments in science and technology impact our lives?
INT	Global Challenges	Healthy Planet	How healthy is the planet?	INT	Global Challenge	7 Billion and Counting	What is the impact of population growth on society?
INT	Contemporary Life	Culinary Adventures	What role does food play in our lives?	INT	Personal and Public Identities	Equality	Who matters?
INT	Contemporary Life	Immigration	Who belongs?	INT	Personal and Public Identities	What defines us?	How does our identity develop over time?
INT	Contemporary Life	Rites of Passage	What does it mean to be responsible?	INT	Personal and Public Identities	What defines us?	How does our identity develop over time?
INT	Global Challenges	Conflict and Resolution	What causes conflict? What are the solutions?	INT	Personal and Public Identities	What defines us?	How does our identity develop over time?

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6. What are current level 4 units that really work well?



- Communicatively Purposeful: Building Toward Proficiency
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What might work for an implementation plan?

	2017/18	2018/19	2019/20	2020/2021	2021/22
Level 1	Write and Pilot	Implement			
Level 2	Finalize Units and Write	Pilot	Implement		
Level 3	Determine Units	Write	Pilot	Implement	
Level 4	Determine Units	Write	Pilot	Implement	
Level 5		Determine Units	Write	Pilot	Implement

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